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ABSTRACT

Examined are the interactions of parents and their children with developmental disabilities, focusing on the following aspects: social, emotional, language, communication, clinical, educational, and methodological. A partial listing of contents follows: "Determinants of Parent and Child Interactive Behavior" (Carl Dunst and Carol Trivette); "The Role of Maternal Emotions and Perceptions in Interactions with Young Handicapped Children" (Robert Hodapp); "Gaze Patterns of Mothers and Infants as Indicators of Role Integration during Play and Teaching with Toys," (Jeannette McCollum and Vicki Stayton); "Frequency and Sequential Patterns in Mothers' Interactions with Mentally Handicapped and Nonhandicapped Children" (Kofi Marfo and Gerard Kysela); "Noncry Vocal Development in Normal and At-Risk Infants" (Adele Proctor); "Parent-Child Interaction and the Process of Language Acquisition in Severe Mental Retardation" (Jean Rondal); "Control and Reciprocity in Mothers' Interactions with Down Syndrome and Normal Children" (Rosemary Tannock); "A Comparison of the Maternal Linguistic Environment of Children with Various Types of Mental Handicap" (Hilton Davis et al.); "Enhancing the Developmental Competence of Handicapped Infants" (Gerald Mahoney); "Communicating Partners: A Conversational Model for Building Parent-Child Relationships with Handicapped Children (James MacDonald and Yvonne Gillette); "Parents as Language Therapists" (Linda Hanrahan and Aimee Langlois); "Parent-Handicapped Child Interaction Observational Coding Systems" (Patricia O'Brien Towle et al.). (JDD)

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